

# LIFE IS ...

STAGE	1 1 <sup>st</sup> Session
Estimated time	5'
Interaction	Plenary/whole class. Individual Student responses
Classroom arrangement	Π
Activity	<ul style="list-style-type: none"> <li>• Warming up</li> <li>• Making guesses</li> </ul> <p>"Today we are going to talk about something we all experience and we all seek to learn more about. Could you imagine what it is?"</p> <p>Students participate by making possible guesses.</p>
Aims	<ul style="list-style-type: none"> <li>• Introduce topic/form expectations</li> <li>• Arouse Ss interest</li> <li>• Encourage active participation</li> </ul>
Materials/tools	None
Teacher role	Facilitator/monitor
Teaching technique	Eliciting ideas through question/answer response
Extension activity	None at this stage

STAGE	2 1 <sup>st</sup> Session
Estimated time	15'-20'
Interaction	Plenary/whole class. Individual Student responses. Pair work activity
Classroom arrangement	Pairs
Activity	<ul style="list-style-type: none"> <li>Brainstorming activity aiming at completing an unfinished sentence.               <ul style="list-style-type: none"> <li>Note-taking</li> <li>Reporting joint products</li> </ul> </li> </ul> <p>Step 1. Say: "Well, all your responses have been valuable, but this is what we are going to work on today, life". Write the phrase: "<b>Life is...</b>" on board, and say: "Imagine this is a phrase you have to complete, in the framework of a joint project e.g. on art. What would you say to finish the phrase?"</p> <p>Step 2. Say: Take 2 minutes to think about it and keep down notes.</p> <p>Step 3. "Work in pairs to exchange ideas and complete the sentence"</p> <p>Step 4. Ss' contributions are shared by randomly selected presenters from each group.</p>
Aims	<ul style="list-style-type: none"> <li>Foster active listening skills               <ul style="list-style-type: none"> <li>Activate previous linguistic and social knowledge</li> </ul> </li> <li>Arouse Ss interest and raise awareness of issues previously kept unnoticed</li> <li>Encourage exchange of ideas/expression of emotions by allowing Ss to make the best use of 'think time'               <ul style="list-style-type: none"> <li>Create connections between disparate concepts</li> </ul> </li> </ul>
Materials/tools	Board/ notebooks 'Think-pair-share' handouts
Teacher role	Facilitator/supervisor/resource person
Teaching technique	➤ Eliciting ideas through think-pair-share activity

<b>STAGE</b>	3 <b>1<sup>st</sup> Session</b>
<b>Estimated time</b>	20'
<b>Interaction</b>	<p>Small groups. Ss will be divided in groups of four by random grouping and roles will be allocated with specific tasks for each group member. Role cards will be dispersed to all group members.</p> <ul style="list-style-type: none"> <li>✓ Recorder</li> <li>✓ Presenter</li> <li>✓ Time keeper</li> <li>✓ Facilitator</li> </ul>
<b>Classroom arrangement</b>	□ Ss in fours
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Identifying three of the most important things in life. Explaining why they are valued.</li> <li>• Presenting findings in plenary</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Activate previous linguistic and social knowledge</li> <li>• Encourage exchange of ideas/expression of emotions by developing different critical thinking skills like negotiating, evaluating or examining assumptions, reaching an agreement, reasoning e.t.c.</li> <li>• Meet the needs and preferences of different learning styles and intelligence types</li> </ul>
<b>Materials/tools</b>	Round robin worksheet
<b>Teacher role</b>	Facilitator/supervisor/resource person
<b>Additional resources</b>	Group work cards including members' roles and tasks. (See relevant worksheet). Round robin
<b>Extension activity using digital technology</b>	<p>Option1. Ss can <b>create</b> tables to include classmates' ideas using excel software or Smart art graphics to <b>summarise</b> contributions. Then, they can <b>upload</b> their work on the wiki and <b>present</b> it in class.</p> <p><b>Option 2.</b> Ss can <b>do research</b> on the web and <b>locate</b> quotes that best express their views on life from <a href="#">pre-selected sites</a>. Additionally, they can <b>combine</b> these quotes with relevant pictures, paintings, facebook posts, favourite film storylines, or short stories they know. All multimodal texts can be <b>uploaded</b> on the wiki <a href="#">padlet</a> wall and <b>presented</b> in class.</p> <p><b>Option 3.</b> Ss can explore a site of their preference like <a href="#">Vimeo</a> or <a href="#">You tube</a>, locate a song that best represents their notion of life and integrate or embed the video on the padlet wall of the wiki page. Additionally, the lyrics of the song can be included.</p> <p>Option 4. Ss can <b>explore</b> a social software like <i>Spotify</i>, and</p>

	<p><b>create</b> their own list of favourite songs related to the topic. Then they can <b>share</b> it on FB or via e-mail</p> <p>Option 5. Ss can <b>explore</b> several meanings of the word, 'life'; <b>locate</b> synonyms, antonyms, example sentences, book extracts, images, rhyming words and many more features. At this stage, they can be guided into making proper use of the dictionary page on the wiki. Furthermore, they are spurred to <b>present</b> their main findings in class and <b>initiate</b> discussion about key concepts. Alternatively, they can be guided into creating their own concept maps and pin them on the wiki's padlet board.</p> <p>Option 5. Ss can <b>write</b> and <b>illustrate</b> their own stories either drawing or using tech tools like <a href="#">Pixton</a>, <a href="#">Storybird</a> and <a href="#">Utellstory</a>.</p> <p><i>Note:</i> Fewer options can be used so as to avoid confusion, e.g. any 2 out of 5.</p>
<b>Additional resources</b>	<p>The teacher can provide his students with links or guide them to the wiki page which hosts them.</p> <p>Such links could be:</p> <p><a href="http://www.instagrok.com/results.html?query=life">http://www.instagrok.com/results.html?query=life</a>  <a href="http://www.snappywords.com/?lookup=life">http://www.snappywords.com/?lookup=life</a>  <a href="http://www.wordhippo.com">http://www.wordhippo.com</a>  <a href="http://blachan.com/shahi/">http://blachan.com/shahi/</a>  <a href="http://www.azlyrics.com/">http://www.azlyrics.com/</a></p>

STAGE	2 <sup>nd</sup> <b>1</b> Session
<b>Estimated time</b>	25'
<b>Interaction</b>	Plenary
<b>Classroom arrangement</b>	Π
<b>Activity</b>	<ul style="list-style-type: none"> <li>Laying down rules to safeguard a common undertaking and the best possible outcome</li> <li>Establishing specific routines or procedures</li> </ul> <p>"Last time we talked about life, while defining the three most important things about it. We worked in pairs and in groups and tried to do our best to present our ideas at the end. Some things worked out well, some other things could change for the better. Taking into account your notes in the group and self evaluation sheets, as well as my personal observation record, we could make an agreement so that the lesson runs smoothly next time".</p> <p>Possible outcome:</p> <ul style="list-style-type: none"> <li>➤ Treat others as you want to be treated</li> <li>➤ Be prepared to change your mind, even a bit</li> <li>➤ Be kind, be well-intentioned</li> <li>➤ Try to reach an agreement. Avoid unnecessary arguments.</li> <li>➤ Listen well</li> <li>➤ Encourage interaction by asking a question or making a comment on somebody else's idea.</li> </ul> <p>Specific rules</p> <ul style="list-style-type: none"> <li>• Use English throughout the activity</li> <li>• Use quiet voices</li> <li>• Do your best to participate</li> <li>• Stay on task</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Activate previous linguistic and social knowledge <ul style="list-style-type: none"> <li>• Develop speaking and listening skills</li> <li>• Expand communication and social skills</li> <li>• Foster confidence and self-esteem</li> </ul> </li> <li>• Discriminate between rules concerning group and pair work routines and rules related to communication and discussion situations in a wider spectrum.</li> </ul>
<b>Materials/tools/resources</b>	Board, paper,
<b>Teacher role</b>	Facilitator/organizer

<b>Teaching technique</b>	Brainstorming, structured participation
<b>Extension activity</b>	Post rules on the relevant wiki page
<b>Assessment</b>	Evaluation sheets

<b>STAGE</b>	<b>2</b> <b>2nd session</b>
<b>Estimated time</b>	20 '
<b>Interaction</b>	Plenary
<b>Classroom arrangement</b>	Π
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Video viewing</li> <li>• Expressing thoughts in English</li> <li>• Note-taking</li> </ul> <p>"We reached an agreement regarding some rules we can attend to during pair and group work activities. Also, we set apart specific rules about our English class. Now it's time to look at ways we can improve our conversation skills, while expressing our ideas and feelings in English"</p>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To activate previous linguistic and social knowledge</li> <li>• To develop speaking and listening skills</li> <li>• To expand communication and social skills regarding basic conversation rules</li> <li>• To foster self-esteem</li> <li>• To explore thoughts underlying feelings and feelings underlying thoughts</li> </ul>
<b>Materials/ tools/ resources</b>	<a href="http://englishonline.free.fr/GrammarAndHelp/HowToExpressThoughts/HowToExpressThoughtsDoc.htm">http://englishonline.free.fr/GrammarAndHelp/HowToExpressThoughts/HowToExpressThoughtsDoc.htm</a> video links <a href="https://www.youtube.com/watch?v=AEZhRFk7ECk&amp;feature=youtu.be">https://www.youtube.com/watch?v=AEZhRFk7ECk&amp;feature=youtu.be</a> <a href="https://www.youtube.com/watch?v=WYRWSHK3yOc">https://www.youtube.com/watch?v=WYRWSHK3yOc</a>
<b>Teacher role</b>	Facilitator/supervisor
<b>Teaching technique</b>	Organizing Monitoring
<b>Extension activity</b>	Based on your students' in-classroom notes, they can comment on each others' choices using the discussion section of the wiki

STAGE	<b>1</b> <b>3rd session</b>
<b>Estimated time</b>	25 `
<b>Interaction</b>	Plenary
<b>Classroom arrangement</b>	Π
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Presentation of individual contributions on the wiki-Justification of choices made</li> <li>• Commentary of individual contributions on the wiki <ul style="list-style-type: none"> <li>• Justification of personal views/arguments</li> </ul> </li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Activate previous linguistic and social knowledge <ul style="list-style-type: none"> <li>• Develop speaking and listening skills</li> <li>• Expand communication and social skills</li> <li>• Foster confidence and self-esteem</li> </ul> </li> </ul>
<b>Materials/tools/resources</b>	Wiki page Leaflets
<b>Teacher role</b>	Facilitator/supervisor
<b>Teaching technique</b>	Organizing/monitoring Structured participation
<b>Extension activity</b>	None
<b>Assessment</b>	Learning log Digital software

STAGE	<b>1</b> <b>4<sup>th</sup> session</b>
<b>Estimated time</b>	10'
<b>Interaction</b>	Plenary/whole class. Individual Student responses.
<b>Classroom arrangement</b>	Π
<b>Activity</b>	<p><u>Pre-viewing activity:</u></p> <ul style="list-style-type: none"> <li>• Providing Ss with important background information about the director and his aims in creating the "Human" documentary series</li> <li>• Asking specific questions about the interviewee in the video clip</li> </ul> <p>✓ <i>See video handout, previewing activity</i></p>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Activate previous linguistic knowledge (vocabulary, grammar, listening for gist, listening for specific information)</li> <li>• Arouse Ss interest and raise awareness of issues previously kept unnoticed</li> <li>• Help Ss form expectations on the activity to follow and expand understanding of the possible aims a documentary serves, as it is a way of capturing reality and communicating it to the viewer</li> <li>• Check on previous knowledge about the person in the video clip and the director of the documentary</li> </ul>
<b>Materials/tools/resources</b>	<p>Projector, screen, loudspeakers, notebooks</p> <p><a href="https://www.youtube.com/watch?v=e-HvL3TSf-8">https://www.youtube.com/watch?v=e-HvL3TSf-8</a></p>
<b>Teacher role</b>	Resource
<b>Teaching technique</b>	Exploring Ss background knowledge, Eliciting ideas through question/answer response, pair work and group work collaboration techniques.
<b>Extension activity</b>	



STAGE	<b>2</b> <b>4<sup>th</sup> session</b>
<b>Estimated time</b>	7'
<b>Interaction</b>	Plenary/whole class. Individual Student responses.
<b>Classroom arrangement</b>	Π
<b>Activity</b>	<ul style="list-style-type: none"> <li>• while-viewing activity (whole class)</li> <li>• Answering F/T qs (whole class)</li> </ul> <p><i>See video handout, while-viewing activity</i></p>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Activate previous linguistic knowledge (mastered vocabulary, grammar,)</li> <li>• Enhance listening skills (listening for gist, listening for specific information)</li> <li>• Maintain Ss interest in the topic and raise awareness of issues previously kept unnoticed</li> </ul>
<b>Materials/tools/resources</b>	<p>Projector, screen, loudspeakers, notebooks, handouts, youtube video</p> <p><a href="https://www.youtube.com/watch?v=e-HvL3TSf-8">https://www.youtube.com/watch?v=e-HvL3TSf-8</a></p>
<b>Teacher role</b>	Facilitator/monitor
<b>Teaching technique</b>	Eliciting ideas through question/answer response, pair work and group work collaboration techniques.
<b>Extension activity</b>	None at this stage

STAGE	<b>3</b> <b>4<sup>th</sup> session</b>
<b>Estimated time</b>	10'
<b>Interaction</b>	Pair work activity.
<b>Classroom arrangement</b>	Pairs
<b>Activity</b>	<p>Collaborating –answering critical thinking qs with a partner</p> <ul style="list-style-type: none"> <li>• “Fulfillment comes from within you. By being authentic to yourself. Not chasing fame”. Comment, expressing your personal interpretation.</li> <li>• She says she considers herself really ‘fortunate’. What is the criterion of her statement? Illustrate your opinion with examples.</li> </ul> <p><i>See video handout, post-viewing activities</i></p>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Encourage exchange of ideas/expression of emotions by evoking feelings of compassion and thoughtfulness</li> <li>• Developing collaboration skills between students <ul style="list-style-type: none"> <li>• Fostering higher order thinking skills</li> </ul> </li> </ul>
<b>Materials/tools/resources</b>	Handouts
<b>Teacher role</b>	Facilitator/monitor
<b>Teaching technique</b>	Think-pair-share activity
<b>Extension activity</b>	

STAGE	<b>4</b> <b>4<sup>th</sup> session</b>
<b>Estimated time</b>	15-20'
<b>Interaction</b>	Plenary
<b>Classroom arrangement</b>	Π
<b>Activity</b>	A representative from each pair presents common ideas/findings in the plenary. Reporting in class, arguing, illustrating with examples, reasoning, explaining, and relating ideas, distinguishing differences and commonalities.
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To encourage exchange of ideas/expression of emotions, engaging Ss deeper with the content.</li> <li>• To expand communication and social skills <ul style="list-style-type: none"> <li>• To advance higher order thinking skills</li> <li>• To boost confidence and self-esteem</li> </ul> </li> </ul>
<b>Materials/tools/resources</b>	Handouts
<b>Teacher role</b>	Facilitator/organizer
<b>Teaching technique</b>	
<b>Extension activity</b>	<ol style="list-style-type: none"> <li>1. Dictionary use. <b>"Look up the word "love" in a dictionary.</b> There are some good links posted on the <a href="#">wiki page</a>. Choose one and explore the meaning of the word in 4 different ways. For example, you can study <u>different definitions</u>, see it in <u>example sentences</u>, <u>locate synonyms</u> and <u>antonyms</u>, find <u>images</u> related to it, get to know information about its origin, read quotes or rhyming words comprising it, or even come across it in games and quizzes.</li> <li>2. Create a <b>multimodal text or a ppt presentation</b> with words, images and links, to present your findings and pin it on the <a href="#">linoit</a></li> </ol>

	<p><a href="#">wall</a> of the wiki”.</p> <p>3. The teacher creates a <a href="#">Voicethread</a>. Ss are called on to <b>express their views</b> on the video they watched and the activities they took part in. Specifically, they will have to use expressions like: “What I liked most about the interview we watched was.. ”, “Something I didn’t like much was....”, “Well, I liked the part we had to talk about..and then present our ideas in class”, “Expressing my views in front of everybody is not my cup of tea”, e.t.c.</p>
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STAGE		1 5th session
Estimated time		Pre-viewing activity, 7'
Interaction		plenary
Classroom arrangement		Π
Activity		<ul style="list-style-type: none"> <li>Brainstorming activity</li> <li>Exchange of ideas</li> </ul> <p>“What is the title about”? “Why is that?” “What do you expect to watch”?</p>
Aims		<ul style="list-style-type: none"> <li>To encourage exchange of ideas</li> <li>To enhance expression of personal opinion</li> <li>To boost higher order thinking skills like making guesses, expanding confidence in reasoning abilities and developing insight into art.</li> </ul>
Materials/tools/resources		video clip: 'SIDEWALK' (only titles) <a href="https://vimeo.com/106272915">https://vimeo.com/106272915</a>
Teacher role		Facilitator/organizer
Teaching technique		Question/response
Extension activity		None

STAGE	2 5th session
Estimated time	While-viewing activity 15'
Interaction	plenary
Classroom arrangement	Π
Activity	<ul style="list-style-type: none"> <li>• Video viewing,</li> <li>• Watching for specific information (ticking the right boxes)</li> </ul>
Aims	<ul style="list-style-type: none"> <li>• Introduce key concepts</li> <li>• Arouse interest in the topic               <ul style="list-style-type: none"> <li>• Focus attention</li> </ul> </li> <li>• Boost higher order thinking skills, like questioning assumptions, reasoning, comparing, exemplifying and making inferences               <ul style="list-style-type: none"> <li>• Expand vocabulary</li> </ul> </li> </ul>
Materials/tools/resources	Video Handouts, video clip <a href="https://vimeo.com/106272915">https://vimeo.com/106272915</a>
Teacher role	Facilitator/organizer
Teaching technique	Monitoring students,
Extension activity	Reporting findings to the class

STAGE		3 5th session
Estimated time		Post-viewing activity 10'
Interaction		Pair work activity
Classroom arrangement		Pairs
Activity		<ul style="list-style-type: none"> <li>Collaborating to complete a matching exercise successfully.</li> </ul> <p><b>"Match</b> life stages to corresponding milestones".</p> <ul style="list-style-type: none"> <li></li> </ul>
Aims		<ul style="list-style-type: none"> <li>Raise awareness of the key concepts and focus attention</li> <li>Expand vocabulary, communication and social skills</li> <li>Boost higher order thinking skills like questioning hypotheses, reasoning, comparing, and making inferences.</li> </ul>
Materials/tools/resources		Video Handouts 'Think-pair-share' handouts
Teacher role		Facilitator/organizer
Teaching technique		'Think time', discussing to reach a consensus
Extension activity		Report to the plenary

STAGE		4 5th session
Estimated time		10'
Interaction		Groups
Classroom arrangement		In fours
Activity		<ul style="list-style-type: none"> <li>Discussing with a view to defining time spans in relation to life stages</li> <li>Sustaining claims</li> </ul> <p>"Define the time span of every stage. How many years does it last?", "At what age does it start and when is the finish point?"</p> <p>"What made you say that?"</p>
Aims		<ul style="list-style-type: none"> <li>To encourage exchange of ideas by engaging Ss deeper with the content. <ul style="list-style-type: none"> <li>To expand communication and social skills</li> </ul> </li> <li>To boost higher order thinking skills like reasoning, comparing, justifying personal opinion, exemplifying and making inferences. <ul style="list-style-type: none"> <li>To support viewpoint with evidence</li> </ul> </li> </ul>
Materials/tools/resources		Blank paper, Video Handouts, role cards
Teacher role		Facilitator/organizer
Teaching technique		Group work, collaborative learning
Extension activities		<ul style="list-style-type: none"> <li>✓ "Identify three important qualities that match the life stage <i>you are in</i>. e.g. impulsive/impulsiveness. Illustrate the meaning with examples and discuss feelings and challenges you might be experiencing for the first time, or any other information you would like to add. Construct a piece of writing or a ppt presentation to illustrate your viewpoint. Complete your paper by saying whether you find it exciting and manageable or dull and difficult to cope with. Use about 150 words.</li> <li>✓ Which stage is the best in life?" Use this Tricider link to express your personal point of view.  <a href="http://www.tricider.com/brainstorming/2fG74DhxQ3J">http://www.tricider.com/brainstorming/2fG74DhxQ3J</a></li> </ul>



STAGE	<b>1</b> <b>6th session</b>
Estimated time	Previewing activity, 15-20'
Interaction	Plenary, individual responses
Classroom arrangement	Π
Activity	<ul style="list-style-type: none"> <li>• Brainstorming,</li> <li>• Answering qs,</li> <li>• Creating a joint concept map</li> </ul> <ol style="list-style-type: none"> <li>1. What is the meaning of the word "pleasure"? Can you think of synonym words?</li> <li>2. What gives us pleasure in life?</li> <li>3. Name three things that make your daily life happy or joyful.</li> <li>4. Name three things that make your life worth living.</li> </ol>
Aims	<ul style="list-style-type: none"> <li>• Summarize ideas</li> <li>• Enhance recall</li> <li>• Form expectations</li> <li>• Introduce key concept (Happiness, time) and related ideas</li> <li>• Develop/define ideas</li> <li>• Expand vocabulary</li> <li>• Engage emotionally</li> <li>• Motivate visual learners</li> </ul>
Materials/tools/resources	Board, notebooks
Teacher role	Organizer, Resource person
Teaching technique	Mind- mapping, focused discussion, question-response method

Extension activity	None at this stage
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STAGE	<b>2</b> <b>6th session</b>
<b>Estimated time</b>	While viewing activity, 10'
<b>Interaction</b>	Plenary
<b>Classroom arrangement</b>	Π
<b>Activity</b>	<ul style="list-style-type: none"> <li>Watching a short film, titled 'Small Pleasures' <a href="https://www.youtube.com/watch?v=flkFW5E0XcM&amp;t=257s">https://www.youtube.com/watch?v=flkFW5E0XcM&amp;t=257s</a></li> <li>Noting down important information               <ol style="list-style-type: none"> <li>Watch the film and identify things that make the protagonist happy.</li> <li>Write down any you can record.</li> </ol> </li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>Construct meaning from the verbal and visual input</li> <li>Expand vocabulary</li> <li>Focus attention on specific information</li> <li>Engage emotionally</li> <li>Motivate visual learners</li> <li>Compare and contrast to make connections between self and the world</li> </ul>
<b>Materials/tools/resources</b>	Paper, pens
<b>Teacher role</b>	Viewer, monitor (regarding the hand-on part of the procedure).
<b>Teaching technique</b>	Using visual material to focus attention, demonstrate.
<b>Extension activity</b>	None at this stage

STAGE	<b>3</b> <b>6th session</b>
<b>Estimated time</b>	Post- viewing activity, 10'
<b>Interaction</b>	Pair work
<b>Classroom arrangement</b>	Π
<b>Activity</b>	<ul style="list-style-type: none"> <li>○ <b>Answering qs</b></li> <li>1. What is the secret of life, according to the narrator?</li> <li>2. Is there some kind of surprise at the end? What effect does it have on the viewer?               <ul style="list-style-type: none"> <li>○ Appreciating a work of art in media form</li> <li>○ Reading between the lines, noticing</li> <li>○ Expressing personal opinion</li> <li>○ Sharing emotions</li> <li>○ <b>Reporting</b> to the plenary</li> </ul> </li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Encourage exchange of ideas/expression of emotions</li> <li>• Foster deeper insight into the topic</li> <li>• Develop oral skills</li> <li>• Boost communication skills</li> </ul>
<b>Materials/tools/resources</b>	Paper, pens
<b>Teacher role</b>	Facilitator, monitor (regarding the hand-on part of the procedure).
<b>Teaching technique</b>	Pair work
<b>Extension activity</b>	Spot similarities and differences between Eftichis' and students' moments of happiness. Use the <b>discussion section</b> of the wiki to express views and feelings.